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ABSTRACT

This Title VII Bilingual Gifted and Talented Program was conducted in a community school district in New York City in 1979-80. The program served Hispanic students in grades K-6. A description of the school and the rationale for the program are presented, and program objectives are discussed. These are grouped in three major areas: (1) the instructional program; (2) staff development; and (3) parent involvement. Activities within each of these three areas are described. Findings presented include the results of on-site observations and testing. The results of student and parent questionnaires are also provided and discussed. Tables showing distribution of gifted students by grade, test results, and parents' perception of children's improvement are included, and conclusions and recommendations are offered. (APM)

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FINAL EVALUATION REPORT

FOR THE

C.S. 211 BILINGUAL GIFTED AND TALENTED PROGRAM 1979-80

(Partially funded under and ESEA Title VII Grant)

Submitted to:

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FINAL EVALUATION REPORT FOR THE

C.S. 211 BILINGUAL GIFTED AND TALENTED PROGRAM - 1979-80

I. INTRODUCTION

A. OVERVIEW

The year 1979-80 represents the third year of the Bilingual Gifted and Talented Program at C.S. 211. Located in Community School District 12, the Bronx, New York City, C.S. 211 has been a leader in the development of a total bilingual school (K-6) since its founding in 1969. Located in one of the most depressed and economically deprived urban areas of the country, it has been able to provide a high quality bilingual, bi-cultural education to Spanish dominant, English dominant, and bilingual (Spanish-English) children drawn from throughout the district. As stated in an earlier Title VII evaluation report, "the objective of C.S. 211 was to have each child functioning at or above grade level in reading and math in his/her dominant language, and to foster the mastery of the second language. In fact, in classroom observations, children who had attended C.S. 211 from kindergarten through grade five or grade six, were observed to be very fluent in oral use of the second language, even if there was not native facility."[1]

In addition to language learning and language maintenance in two languages and a multi-cultural orientation (largely Hispanic and Afro-American) to the curriculum, C.S. 211 emphasizes flexible programming and an individual approach to instruction. Children are grouped by their abilities, not by age or grade, for language instruction in both dominant and second language, reading and math. As noted in an earlier evaluation, "this placement by

1. A. Babian and V. Toledo, "Final Evaluation Report for the District 12 Bilingual School, 211, (1976-1977)," National Training and Evaluation Center, N.Y., NY, 1977, p. 1f

proficience, rather than age, resulted in the well balanced groups observed. Children were regularly regrouped throughout the day for instruction in the different content areas and the flexible programming was observed to benefit most children. This complicated system was only practible, however, because of the constant vigilance and excellent supervision provided by the aministration, as well as the talent and good will of the teachers."[1]

The school's long experience with flexible ability grouping facilitated the implementation of its Gifted and Talented Program, as students were already accustomed to grouping and regrouping during the course of the day for particular activities. Also, there was no invidious distinction between and among groups and activities. Students had learned to respect individual differences in interests, abilities and talents.

The concern for providing relevant and quality education to meet the individual needs of the children of the depressed area being served, led the administration of C.S. 211 to propose a program for the gifted and talented children enrolled at the school. In the application for initial funding, they argued that:

1. gifted and talented pupils are exceptional and have unique educational needs;

2. most of the special programs provided for gifted children are located in middle and upper class schools;

3. more equitable opportunity for the gifted, located in the less privileged segments of our society is a must;

4. provisions made do not reach children who have difficulty with the English language;

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[1] Ibid., p. 4.

5. C.S. 211, located in a very low-income neighborhood, and with a school population of 730 pupils, had identified near to 92 limited English speaking gifted children, which represents close to 13% of its school population;

6. the gifted and talented bilingual and limited English speaking child is still being neglected, particularly by those programs being funded under Title VII monies.

It is essential that early identification and programming for the gifted and talented among the non-English speaking and bilingual school population:

1. be provided at the time of school entry;

2. and that the abilities and talents of gifted and talented children whose language is not English be adequately recognized through a carefully planned and well developed program of bilingual, bicultural education.

B. PROGRAM OVERVIEW

The ambitious goals of the Gifted and Talented Program were translated into an ambitious set of program objectives. These objectives, as defined for the third year of the Program, can be grouped into three major areas: instructional programs, staff development, and parent involvement.

Instructional Program

1. Native Language Arts

Given a Spanish Language Arts Program for Spanish Dominant Gifted children, such children will demonstrate a significant gain in Spanish reading achievement (as measured by gains in raw scores on the Prueba de Lectura with significance determined by means of a correlated t-test).

Given an English Language Arts Program for English Dominant Gifted children, such children will demonstrate a significant gain in English Reading Achievement as measured by the appropriate level of the S.A.T. (with significance determined by a correlated t-test).

2. Second Language

Given English as a Second Language instruction, Spanish dominant children will show a significant gain in raw scores on the Language Assessment Battery, English sub-test (with significance determined by means of a correlated t-test).

Given Spanish as a Second Language instruction, English Dominant Gifted children will show a significant gain in raw scores on the appropriate level of the Prueba de Lecture (with significance determined by means of a correlated t-test).

3. Mathematics

Given a mathematics program for Spanish and English dominant students and bilingual students, such children will demonstrate a signficant gain in raw scores as measures by the computational subtest of the appropriate level of the S.A.T. (with significance determined by means of a correlated t-test).

4. Science

Given a science program for Spanish and English dominant as well as bilingual Gifted and Talented children, such children will develop skills required for experimentation, for making observations, and for understanding the process of classification. They will produce, organize, and implement science fair projects. Achievement will be determined by teacher observation and the record of actual accomplishments in science.

5. Guidance in Career Awareness and Self-Development

Children will acquire knowledge and gain experiences within their levels of age and interest, by generating ideas in small groups, and then sorting and consolidating these ideas as they work independently, thus becoming self-motivated and self-directed.

6. Arts Program

Given an Arts program, the Gifted and Talented children (Spanish or English Dominant and Bilingual) will be able to

a) demonstrate their communication skills through movement, dance, music, drama, plastic and visual arts activities as measured by observation reports kept by the teacher.

b) demonstrate their participation in the socialization process through inter-dependent collaborative efforts in the performing arts (writers, directors, actors, singers, audience) as measured by progress reports maintained by the artists in residence.

Staff Development

In order for the staff at C.S. 211 to implement the above instructional program, a program of staff development was offered to teachers and paraprofessionals which built upon staff training in prior years. The intended staff development objectives for 1979-80 were as follows:

1. Staff will understand the concept and execution of a program for the gifted and talented child (including the means of identifying such children from among non-English speaking and bilingual children).

2. Staff will become familiar with studies, materials and teaching methods appropriate to the gifted and talented child who is also bilingual (or in the process of becoming bilingual) in English and Spanish.

3. Staff will extend their understanding of theory, rationale, and practice of a bilingual educational program.

4. Staff will develop understanding and skill in the "Silent Way" (Gattegno) approach to teaching the second language (English as a Second Language - ESL) and Spanish as a Second Language - SSL).

Parent Involvement

Related to staff development are the objectives of improving school-parent relations and of involving parents more fully in the life and the programs of the school. To these ends the following objectives were established:

1. Parents of children in the program will demonstrate their interest in the program and in the education of their children by attending at least one parent workshop.

2. Parents who desire training in English as a Second Language will enroll in the parent ESL course and 75% of the participating parents will successfully achieve a basic aural-oral English conversational level in order to carry on simple informal conversations as determined by teacher judgment.

The first year of the Gifted and Talented Program, 1977-78, the focus was upon selection and development of instructional materials (in career awareness, cultural awareness, and thinking skills), the initial implementation

of the instructional program. In the second year, the focus shifted to staff development (in accord with a recommendation in the first year's Final Report) and continued implementation of two major components of the instructional program -- language arts curricula in both English and Spanish, and the arts curriculum (dance, drama, music, and graphics). In this, the third year, staff development efforts continued as did emphasis on the language arts and arts components. A full discussion of program activities for 1979-80 appears below.

C. PROGRAM DATA

Quantitative data required by assess the degree to which this program has achieved its various objectives presents a considerable problem. Given the fact that approximately 150 children are served by the program and are distributed among 6 grade levels, two classifications (gifted or talented) and three language categories (English dominant, Spanish dominant and Bilingual), the resulting matrix yields very few students per individual cell (e.g., Gifted Spanish dominant children in the third grade). In addition, depending on one's particular classification, a child may not be eligible to receive a given examination (e.g., L.A.B. English test would not be administered to English dominant children).

Given these inherent limitations, the testing program at C.S. 211 this year was the most successful to date. At least some data is available on a pre-post test basis in the areas of English as a Second Language, Spanish language arts, English language arts and mathematics. The available test data does permit a gross measure of achievement for the students in the program. These data will be presented and analyzed below.

II. PROGRAM ACTIVITIES

Full implementation of activities for the Gifted and Talented Program was impeded this year due to a succession of administrative changes at C.S. 211. This school's principal left early in the Fall term, an acting principal served for a few months and a second acting principal took over the administration of the school early in the second term. The second (and current) acting principal had served as Title VII Project Coordinator and he was replaced in this position by a new Co-ordinator when he assumed the acting principalship.

Under the current acting principal, Mr. Miguel Silen, the Gifted and Talented Program became fully functioning, with all Program personnel properly assigned to their Program tasks. The school, as a whole, was stabilized after its series of administrative changes, and the instructional program was functioning effectively.

While the start of some activities was delayed, many Program activities were able to commence in the Fall term, ad discussed below. There was, however, another problem that had to be overcome before the target children could be fully served. This involved class placement of children identified as Gifted and Talented and selected for participation in the program. These youngsters, totaling 156, were distributed among 13 classes (across grades 1 to 6). Unfortunately, class assignments were made in the Spring of 1979 prior to identification of the target population. Thus children were not concentrated into a smaller number of classes (homogeneous grouping had never been considered for the Gifted and Talented children) which would have facilitated the scheduling of special activities for the target children. The situation was further confounded by the need to place new entrants to C.S. 211 in the Fall of 1979 who were

identified as target students for the Gifted and Talented Program. To resolve this dilemma, most of the target children were reassigned and concentrated into 6 classes and target children in other classes were regrouped for special activities intended for the gifted and talented students.

The distribution of the target population by grade is shown in Table 1. The somewhat larger number in grades 3 through 6 compared to grades 1 and 2 reflects, in part, the greater knowledge of the students and their abilityies by the teachers at C.S. 211 after a child has spent a few years at the school. As selection was made in large part on the basis of teacher judgment (employing a special identification checklist), the teachers in the earlier grades were less prepared to single out children with special gifts and talents until they had had more time to display their abilities.

Table 1: Distribution of Gifted and Talented Children-By Grade

Grade	Number
1	18
2	19
3	31
4	25
5	32
6	31
	156

A majority of the children who were selected for the Gifted and Talented Program were either Spanish Dominant or could be classified as of limited English proficiency due to some English language handicap (very often in written English expression).

Program activities will be presented in therms of the three major areas of program objectives: Instruction, Staff Development, and Parent Involvement.

A. INSTRUCTIONAL ACTIVITIES

1. Title VII Personnel

The Project Coordinator (initially Mr. M. Silen and the, when he became acting principal, Mr. E. Guevara), was responsible for overseeing the selection of target children, the programming and scheduling of special activities, the ordering of project materials, and the project testing program. These tasks were carried out, though delayed at times due to the administrative changes at C.S. 211 as discussed above.

Two bilingual resource specialists were assigned to the project, Ms. Annette Fuentes as responsible for curriculum review, materials identification and selection and working with teachers who had gifted and talented children in their classes. She assisted the teachers in identifying special materials and activities for the target children and worked with the classroom teacher to integrate the activities of the special consultants into their ongoing instructional programs. She also worked with the special testing program for the target children.

Ms. Gladys Rivera, the second bilingual resource specialist, was responsible for guidance services to the target children and with parent relations. She served as guidance liaison for the "school-based Guidance Team" composed of a social worker/psychologist and an evaluator, each of whom visited the school once a week commincing in March. She also worked with classroom teachers on issues of referrals. In addition, she worked in the area of Career Awareness with the target children which involved, this year, a program with the local public library branch and a district-wide career program.

Ms. Rivera was also responsible for organizing parent workshops and organizing and teaching ESL classes for parents.

Two bilingual paraprofessionals complete the personnel assigned to this Title VII project. Ms. C. Rosario and E. Sanchez were each assigned to a class with high concentrations of gifted and talented children. They worked with individuals and with small groups, often with special enrichment activities, and also worked with the special consultants when they were in attendance at C.S. 211.

During the first semester some problems were encountered in the occasional deployment of Title VII personnel to other critical school duties. With the new administration in the Spring term, this practice has been eliminated and resource personnel are all working within Program activities.

2. Special Consultants

As in the first two years of this Program, C.S. 222 has contracted with especially talented individuals who have demonstrated their creativity in the field of the arts, to work with the target children. In earlier years these consultants were enthusiastically received by students and staff and this was true again this year. It must be noted, however, that C.S. 211 continues to experience difficulties and delays in obtaining consultant approvals from the Board of Education, causing delays in implementation and, at times, loss of the consultant.

a) Poets in the Schools - Sr. Jose Figueroa, a Spanish language poet, presented "Poets in the Schools" at C.S. 211. He worked directly with 65 gifted and talented students over the course of eleven full-day visits (Oct. 17, Nov. 7, 14, 21, 28, Dec. 5, 12, 19, and Jan. 2, 9, 16). He held three student workshops on each visit and one teacher workshop. This latter workshop greatly increased the potential effect of this consultant to many more children, both targeted and non-targeted youngsters. In his student workshops, the regu-

lar classroom teacher and the para were involved and worked along with S. Figueroa as part of the lesson.

As a result of this activitiy, a volume of poetry in Spanish was produced and published by the District, entitled "Bilingual Bronx Poets, 1980."

b) Teachers and Writers Collaborative - Ms. Barbara Danish represented for the second year this well-known organization dedicated to school-artist collaboration. She worked with approximately 65 target children over a period of 10 weekly visits in the area of language arts, and especially English language creative writing. Ms. Danish and her students (and classroom teacher collaborators) produced a book of creative writings, published by the District, entitled "Mythical, Magical and Reality." Ms. Danish not only had an impact on children (dutifully recorded in print), but upon teachers as well.

Teachers have been observed using with their own classes, at C.S. 211, the creative writing techniques she has promoted.

c) Ballet Hispanico - This was the third year of involvement of the Ballet Hispanico in the Gifted and Talented Program. Dance instruction was extended to approximately 65 target children over the course of six consultant days. An assembly program was also presented which was witnessed by the entire school population and a number of visiting parents. As in the past, the dance program has always been extremely well received by students and staff.

d) Drama through Spanish Poetry - Sra. Doris Castenos devoted five consultant days to working with approximately 30 gifted and talented children. The focus of these sessions was to develop the Spanish language arts abilities of the children and to provide them with a new avenue of creative dramatic expression.

3. Other Special Activities

In addition to consultants who visited the school to work with the gifted and talented children, a wide range of programmatic activities were offered to the target children.

a) Martial Arts - A parent volunteer, Mr. Bert, worked with a group of 20 target children in his area of expertise, martial arts.

b) Visual Arts Workshop - The Gestetner Company sponsored a two-week workshop for gifted and talented children in the visual arts. They learned about printing, "set-up" work, book binding, and machine operations.

c) Bronx Council of the Arts - The Council sponsored a one-day workshop for approximately 100 students on the melding of Latin and jazz music traditions. Andalusia Latina (Basil Georges, Director), performed at the workshop, held on April 16. In addition, the Council sponsored one class with a high concentration of gifted and talented children so that they could attend a drama workshop held at N.Y.U. This related to the work these youngsters had one with the various consultants.

d) Museum of Natural History Workshop - Approximately 65 target children attended a workshop at I.S. 84 (District 12) conducted by the American Museum of Natural History. The topic of the workshop was the "Oxcart Cultural Experience." Students were exposed to the study of anthropology and to the study of comparative cultures.

e) The Bronx Zoo Program - A class with a high concentration of gifted and talented students, was one of only 4 classes in the city selected for this special zoological program, called "Windows on Wildlife," a project that involved the class for much of the school year.

f) Operation Explore - Two teachers with high concentration of target children were involved with the Board of Education sponsored project, "Operation Explore". This project brought together Cornell University, the Gateway National Park, the N.Y.S. Recreational Service, along with the Board of Education. Selected classes from throughout the city were involved in an effort to expose urban children to farms, state parks, bird sanctuaries, marine habitats, and other natural environments. The classes were taken on a series of day trips and one overnight trip where they were able to explore the natural environment and receive instruction from experts in that particular natural habitat. The teachers also received training — one day workshop and one overnight.

g) Library Project - As part of the Career Awareness component of her guidance, Ms. Rivera, Bilingual Resource Specialist, took five classes with high concentrations of gifted and talented children, on a series of visits to the Tremont Branch of the N.Y. Public Library. The gifted and talented children were urged to explore the library resources and attend their special events. Three classes attended a play at the library on April 3, which included music and dance of the Caribbean. Other classes attended a session at the library where they met the noted Puerto Rican author, Piri Thomas.

h) District 12 Career Awareness - Approximately 75 gifted and talented children attended the career awareness program offered by the district. The sessions were held after school on Tuesdays and Thursdays at the District Office. It involved a collaborative effort on the part of the District and the Puerto Rican Educators Association.

B. STAFF DEVELOPMENT

1. University Courses

In the Fall 1979 semester, Fordham University offered a graduate course to 14 teachers at C.S. 211 entitled, "Bilingual Curriculum Materials Workshop - Content Areas" (Educ. 52851). In the Spring 1980 semester, ten teachers received a graduate course offered by Fordham entitled, "Teaching Reading and Literature to Bilingual Students" (Educ.52845). Both courses related to the language arts (English and Spanish) emphasis in this year's program and were well received by the teachers at C.S. 211.

2. Workshops

District 12 offered several workshops that were of particular relevance to teachers of bilingual or L.E.P. children. Many of these were attended by teachers at C.S. 211. A Professional Institute was held at the Bronx Boys' Club on March 14 dealing with contemporary issues in bilingual education, a workshop series was offered by the Brons STAR Center (the Regional Bilingual Training Resource Center at I.S. 84, District 12) -- April 13, May 7 and 8 -- dealing with multicultural studies, and bilingual materials development in the content area. Also held at the STAR Center was a workshop on creative writing in Spanish, and a training institute dealing with bilingual education topics (June 11). Teachers at C.S. 211 attended a number of the above mentioned sessions.

C. PARENT INVOLVEMENT

1. Parent Workshops

Two parent workshops per month were offered between November and May with approximately 20 parents attending each session. Commencing the week of May 5, daily crafts workshops were held. These continued throughout the month with the aim of producing arts and crafts for C.S. 211's "Spring Extravaganza", the school-wide show in which all classes participate.

The parent workshops included the following kinds of topics: a police department representative speaking on ways to protect one's children, an orientation to Title VII provided services, meeting with community school board members, library workshops, nutrition, etc.

2. English as a Second Language Classes

From November to April, classes in ESL were offered to parents. A beginners class was scheduled for Mondays, Wednesdays, and Fridays with 20 parents enrolled and with average daily attendance of approximately 10. Materials for the class were prepared by the teacher, (one of the bilingual resource specialists) who had recently received graudate training in the teaching of ESL to adults. On Tuesdays and Thursdays an advanced ESL class was given with enrollment of 10 and an average attendande of 6. Beginning in May, ESL instruction was included as part of the crafts workshop, with all instructions given in English, and English language conversation encouraged.

3. Other Parent Activities

Parents were involved in various fund raising efforts at the school -- candy sales, student photographs, etc., and for parents unable to

follow parent meetings in English, Spanish translation was provided by the bilingual resource specialist.

Finally, C.S. 211 traditionally has had an open-arms approach to its parents. As in the past years, a visitor cannot fail to notice the "parent presence" at C.S. 211, with parents assisting the school personnel, receiving instruction, or making themselves "at home" in the school building.

Submission of a renewal application and selection of the target population for next year should also be considered as part of the Project activities. A renewal application was completed and submitted on schedule for the fourth year of the Project. Identification of gifted and talented children for participation in next year's program began in the Spring, employing a modified form of the "Renzulli-Hartman Scale for Identifying Gifted and Talented Children", a teacher checklist of student characteristics, and supplemented with a "Peer Nomination Form" (copies of these appear in the Appendix). Final selection of students will be made by a staff panel composed of the bilingual resource specialists, classroom teachers and the principla. It is anticipated that target children will be identified prior to school organization for 1980-81. This will facilitate the grouping of target children in a reduced number of classes, there by better facilitating the provision of special services for next year.

III. FINDINGS

A. On-Site Observations

During the school year 1979-80, twelve visits were made by the consultant-evaluators to C.S. 211. Physically, C.S. 211 is housed in a

converted factory building, with the ground floor a combination cafeteria-commons room, and floors two through four containing classrooms. The "penthouse" contains a play area — music/dance space. To promote the school's open classroom strategy, an open plan was adopted for class space. With no permanent physical dividers between class groups, the noise level was often quite high. While the flexibility of the open plan was admirable, the noise and distractions were undesirable. In addition, teachers did not make use of the flexibility potentially available to them, though on occasion individual teachers did make non-conventional use of their assigned space.

Despite the distractions of an open plan, the teachers generally were ablve to hold the attention of their groups. Often, however, children would be distracted and teachers tended to plan passive activities so as not to disturb adjacent groups. There is little provision for recreational space either outside (where a closed-off city street serves as the only play area) or indoors. Since children were expected to be relatively quiet and physically passive during class, this was not the most desirable circumstance. They physical activities which formed part of the Gifted and Talented Program (dance, drama), were particularly well received by the students, perhaps in part because of the generally confining nature of the regular school program.

Teachers did seek to make their teaching areas attractive by the display of student work, posters, etc. the absence of wall space, however, limited the amount of material that could be displayed.

The students in the Gifted and Talented Program were heterogeneously grouped with other children in the school and all children benefitted

by the school's flexible programming and individualized approach to teaching. There is a complicated arrangement of grouping and re-grouping for instruction in all areas based on a child's abilities in both the language of instruction as well as the subject of instruction. Since children were placed according to abilities, not age, a group might consist of children who would normally be in grades 2,3, and 4 in regular school. This resulted in generally well-balanced groups and facilitated appropriate enrichment and/or remediation for a given child in language and content areas. The high caliber of administration at the school, as well as the high degree of competence on the part of the teaching staff, was crucial in making this complex system succeed, as it did once the school was able to settle down after the series of administrative changes that had been experienced.

Teacher Observations and Interviews

During March and April, four teachers with high concentrations of gifted and talented children in their classes were interviewed and three were observed during regular classroom period. (A copy of the Observation Schedule used is included in the Appendix). The classes were observed in their regular classroom spaces. Largely due to the open floor plan, background noise was experienced in each of the classes.

One of the classes observed (sixth grade) used the whole class as the basic unit of instruction, while the two other classes (grade 3 and grade 4/5) were broken into groups. None of the classes observed had the paraprofessional present at the time of observations, but the teachers reported that paras worked with small groupos of children in reading skills reinforcement. In all classes, the dominant form of

interaction was teacher initiated teacher-student interactions, and almost exclusively verbal interactions. The level of interchange, however, was quite high and occasional student initiated interactions were observed.

Different kinds of teaching materials were used in each of the four classes. They ranged from textbooks, trade books, dictionaries, and maps to student-made materials, rexographed materials and checkboards with teacher-made activities.

In two classes observed the dominant language of both teacher and students was English and instruction was offered in English. One class was taught in Spanish to largely Spanish dominant children. All teachers were very fluent in English and Spanish, although some teachers' accents belied the fact that they were not native English speakers. Nearly all students in the observed classes were fluent in English. However, in the Spanish dominant class, a few recent arrivals were just learning English. The language consistency of teachers and students was noted. There was very little mixing of Spanish in English instructed classes, and very little English in classes where Spanish was the language of instruction.

All four teachers interviewed reported that they assigned extra work to the gifted and talented children in their classes, including independent research.

The perceived level of performance of the target students was high. They were able to raise good questions and to give good answers to teachers raised questions. There was good participation in the observed classes and nearly all children were well behaved. Their fluency in

in two languages (for nearly all children observed) was truly noteworthy.

The four teachers interviewed are all highly competent professionals, each following his or her own teaching style. One teacher was involved with a lear-long effort in Spanish poetry. Her class had worked with the Spanish language poet from "Poets in the Schools". She has reinforced and extended the work of this consultant by reading a poem to the children each day (in Spanish) and having the children write their own poetry to the teacher. She has put together a class poetry book (in Spanish) and is having her gifted and talented children act out their poems through p antomime.

Another teacher was provided her target children with advanced materials in the fields of social studies and science and has worked with this group in bilingual science (whereas the remainder of the class, which is English Dominant, confine their studies in science to English). "Operation Explore" has been a major activity of another teacher interviewed. Her target children have worked with the consultant from Teachers and Writers Collaborative and she herself has adopted many of the consultant's creative writing teaching methods.

The fourth teacher observed and interviewed has established a high level of expectation for his students in the area of cognitive functioning. He has worked with his group in developing critical thinking skills and has provided his target students with special advanced materials and reading texts.

All the observed teachers are enthusiastic, accepting of the students, lively, involved, interested, and humane. The formal observations

corroborate the evaluators' judgments of these teachers based on informal observations during the past three years in nearly thirty visits to C.S. 211.

B. Test Results

As explained above, the 156 students who initially entered the program in the Fall of 1979 are distributed among six grades, two classifications (gifted or talented) and three language categories (English or Spanish dominant or bilingual), resulting in a matrix with few students per cell. In addition, several children left the school (mobility is very high in the District, although lower at C.S. 211 itself) reducing the number who remained to the end of the year and who could be both pre and posttested. Finally, several children were absent on the days pre or posttests were administered, again reducing the size of the effective sample.

Given these several limitations, more test data is available on the target population this year than the two prior years of the project.

Table 2 summarizes the available data, grouped by standardized test. Since test publishers' norm dates were not generally observed, grade level (normative) data would be misleading. therefore, in most instances raw scores were analyzed and a correlated t-test applied to pre-post mean scores (by grade).

The Language Assessment Battery (L.A.B.) English subtest was administered to Spanish dominant students on a pre-posttest basis to assess these target students' progress, if any, in English language. Except for grade 1 (which showed the largest raw score gain, but with only 7 students tested) statistically significant gains in mean raw scores

Table 2. Standardized Test Data for the Gifted and Talented Program: 1979 - 1980

Grade	Pretest Mean	S.D.	Posttest Mean	S.D.	Diff.	t	p	N	
E.S.L. (LAB) raw scores									
1	19.57	13.49	31.71	6.10	12.14	2.26	N.S.	7	
2	21.20	4.84	26.13	5.17	4.93	8.26	.001	15	
3	29.92	8.41	34.83	7.57	4.92	2.43	.05	12	
4.	39.50	11.44	45.75	14.24	6.25	2.42	.05	12	
5.	45.30	17.22	55.70	16.36	10.40	3.00	.05	10	
6.	54.00	12.47	60.82	8.62	6.82	2.34	.05	11	
								67	Total
Spanish Language Arts (Prueba de Lectura) raw scores									
1	22.57	4.79	62.86	27.89	40.29	4.05	.01	7	
2	64.70	15.93	67.20	13.35	2.50	.49	N.S.	10	
3	43.78	29.84	71.67	19.39	27.89	2.70	.05	9	
4	29.08	9.13	36.83	7.28	7.75	2.64	.05	12	
5	27.56	11.28	35.00	17.56	7.44	2.44	.05	9	
6	30.00	13.11	44.00	16.27	14.00	2.99	.05	6	
								53	Total
English Language Arts (Stanford Achievement Test) G.E.s									
3	2.68	.83	3.27	1.20	.59	3.59	.01	12	
4	4.27	.94	6.22	1.40	1.95	6.56	.001	13	
5	5.61	.84	6.99	1.44	1.39	7.44	.001	17	
6	6.38	1.59	7.15	1.62	.76	4.01	.001	19	
								61	Total
Math (Stanford Achievement Test) raw scores									
2	18.55	5.61	38.00	6.05	19.45	13.80	.001	11	
3	23.27	8.51	45.77	9.22	22.50	13.48	.001	22	
4	19.00	9.04	24.77	7.31	5.77	3.03	.01	22	
5	24.42	9.90	26.38	10.99	1.96	1.63	N.S	26	
6	22.14	7.59	25.86	6.86	3.71	3.47	.01	28	
								109	Total

were achieved for all grades in the school. This provides supporting evidence that one of the Program's instructional objectives (ESL) was achieved.

To measure achievement in Spanish Language Arts for English dominant gifted students taking Spanish as a Second Language and Spanish dominant and bilingual students taking Spanish Language Arts, the Prueba de Lectura was administered. On a pre-post test basis, all grades showed statistically significant raw score gains with the exception of grade 2. Again, this provides some evidence that another instructional objective has been achieved.

Achievement in English Language Arts (reading comprehension and vocabulary) for English dominant and bilingual students was measured by means of the Stanford Achievement Test for grades 3 to 6. The gifted and talented students in grades 4 to 6 were al reading above grade level in English, while grade 3 was nearly at grade level. The gains in level of achievement were statistically significant in all grades for which data were available, as measured by a correlated t-test. Again, the achievement of another instructional objective (dominant language-English language arts) was supported by the test data.

Finally, nearly all target students (English and Spanish dominant as well as bilingual) in grades 2 to 6 were tested in mathematics (Stanford Achievement Test - mathematics computation subtest). All but grade 5 demonstrated statistically significant growth in raw scores. Given the fact that the pre-test was not administered until February, only a

little over 3 months elapsed between pre and posttesting. Yet the second and third grades doubled their mean raw scores and grades 4 and 5 also demonstrated significant gains. The data suggest that the mathematics instructional objective has been achieved.

C. Other Evidence of Achievement

Other evidence of the achievement of the children in the Gifted and Talented Program is available. Selection of two classes (out of only 81 in the entire city) to participate in "Operation Explore", (both classes with concentrations of target children), is one indication of program achievement. Another was the selection of a class to participate in the above described "Bronx Zoo" program (one of only 4 in the city). The Coordinator of this program wrote a letter of commendation to the school principal praising the class's participation. In the words of the Coordinator:

> "The success of Project Windows on Wildlfie depends upon classroom preparation and follow-up activities. This includes a great deal of work and it was obvious that under Mrs. Kavelevich's supervision, the class had done their pre and post visit activities and was one of the best prepared classes ever. Much of the credit goes to Mrs. Kavelevich . . . Thank you for selecting a fine class and an outstanding teacher to participate in Windows on Wildlife."[1]

Another letter of commendation came from Mr. Michael Seidel, Ph.D., from the New York College of Podiatric Medicine, who had come to speak to the target children as part of Career Awareness. He reported that the children in the Gifted and Talented Program had impressed him by their high level of self-awareness, curiosity and self-discipline."[2]

1. Letter dated May 29, 1980 to Mr. Miguel Silen, Principal, C.S. 211, from Ms. Ann Robinson, Coordinator of Elementary Programs, N.Y. Zoological Society (Bronx Zoo).
2. Letter, May 27, 1980

In the area of science, a number of the gifted and talented children participated in the District Science Fair. Four of these students received gold medals and two received silver medals, the best showing ever by C.S. 211 in the District Fair.

Finally, the Title VII program (Gifted and Talented) at the school was monitored by the Bureau for Monitoring and Review, Office of Funded Programs of the Board of Education. The program was well reviewed by the monitor who found it was being implemented as approved (letter to Community Superintendent, June 4, 1980, from Ms. Carmela M. Tota, Director of Bureau.)

D. Parent Questionnaire

All parents of the gifted and talented children received questionnaires in order to solicit their opinion of the program. Twenty-seven returned the questionnaire, or approximately 20% of the number still in the program at the end of the year. No questionnaires were received from parents with children in grades 1 or 2. Thus nearly a quarter of the parents of 3rd through 6th graders responded to the evaluator's queries. Most of the parents responding had had a long-standing commitment to C.H. 211 and its program of bilingual education. Nearly 40% of the sample had placed their children in C.S. 211 in either kindergarten or first grade (it must be remembered that parents must elect to have their children enrolled at C.S. 211 since it is not considered a neighborhood school, but a District-wide bilingual school). An additional 15% enrolled their children in the second grade while 15% were enrolled after the second grade (11% did not respond to the questions). The above figures also represent an impressive stability of enrollment, especially for District 12, which experiences high student mobility rates.

Parents in the sample were asked the number of years that they had resided on the U.S. mainland. Three were native born (11%), only two had come within the past year (7.4%), and the rest were long time residents -- 63% had lived on the mainland for 9 years or longer. In light of their long average residence in the U.S., it is int eresting to note their interest in maintaining a second language by sending their children to a bilingual school. Thus, when asked how long they would like their child educated in both English and Spanish, it is not surprising that over 70% wanted their children to receive bilingual schooling through high school and only one respondent wanted less than a full bilingual primary education.

There is an interesting footnote to parent commitment to bilingual education: The parent sample was roughly split between thos responding in the Spanish language (56%) and those responding in the English language (44%).

Parents were asked what they though were the benefits of bilingual education. A very impressive 85% of the parents responded to this open-ended question. The volume and quality of response strongly implies that their placement of their children at C.S. 211 was not haphazard, but based on clearly perceived benefits from bilingual/bicultural education. The most frequent cited benefit was the value of speaking both English and Spanish (8 parents). This value was derived from the facts that New York City is a bilingual city and thus it is necessary to be bilingual; being bilingual enhanced one's ability to communicate; and a bilingual school setting promotes unity between parents and teachers.

The second major category of benefit related to the maintenance of traditional culture. It was stated that parents are oriented to traditional culture and a bilingual/bicultural education helped children relate to parents and grandparents. Such schooling permits maintenance of close contact with the mother culture and, when a visit is made to the home country, children are able to speak the language. Finally, several parents felt that it was important not to forget one's language.

A third and frequently cited benefit of bilingual education was that it enhanced job opportunities. New York City was perceived as bilingual and speaking two languages could enhance one's ability to obtain a good job.

A fourth category of benefit dealt with enhanced societal understanding. Bilingual/bicultural education helped students to understand one another's culture, promoted mutual understanding and tolerance and could help mixed cultural communities to deal with one another/s problems and, since many children came from mixed cultural backgrounds, a bicultural school reflected their own family heritage.

Finally, several parents saw specific educational benefits from bilingual/bicultural education. They felt it imparted broad educational benefits due to learning and studying in two languages; that it prepared children well for future educational challenges; and that since the school environment reflected a familiar culture, children felt more at home and less pressured and were able to perform better as a result.

While parents are strong supporters of bilingual education, most reported a strong language bias intheir own home. Two-thirds of the parents use more Spanish than English in the home when communicating with their

children and nearly all the rest (8) spoke only English at home. Language did not handicap p arents in communicating with the school; only one parent said that their child's teacher did not communicate with him/her in the language they preferred, 95% responded in the affirmative (and 1 or 3.7% did not respond). Whether or not the ability to communicate with teachers had an effect, a surprisingly high proportion of parents had observed teaching in their children's classroom (78%). Attendance at parent workshops, however, was meager for this sample of parents. Only 18.5% had attended a workshop. A partial explanation for this low rate is the hour at which workshops were held. Several parents requested night (rather than the current day) hours to accommodate working parents.

In terms of participation in school activities, a significant proportion of the parents had become involved (30%). Parents were involved in chaperoning classes on trips (one to Washington, D.C.), service on the Parent Advisory Council, attendance at P.T.A. meetings, fund-raising efforts, and work on the "Spring Extravaganza". Few parents attended the performance of the Spanish Poetry Reading (11%), but nearly 30% did attend the Ballet Hispanico performance. The latter attendance is quite high when one takes into account the large number of parents who work.

As can be seen from Table 3, parents reported considerable improvement this year on the part of their children in selected subject areas. Nearly 78% of respondents felt their children had improved either a good deal or a great deal in spoken Spanish, 81.5% in spoken English. Over 81% reported substantial improvement in Spanish reading and ap-

TABLE 3: Parents' Perception of Childrens' Improvement in Selected Areas

AREA		Very Little Improvement	A Good Deal	A Great Deal	N.A.
Spoken Span.	#	4	6	15	2
	%	14.8	22.2	55.6	7.4
Spoken Eng.	#	3	5	17	2
	%	11.1	29.6	63.0	7.4
Span. Reading	#	3	8	14	2
	%	11.1	29.6	51.9	7.4
Eng. Reading	#	2	5	17	3
	%	7.4	18.5	63.0	11.1
Math Skills	#	-	5	17	5
	%	0.0	18.5	63.0	18.5
Science Skill	#	1	7	14	5
	%	3.7	25.9	51.9	18.5

proximately the same proportion saw substantial improvement in English reading. Very strong improvement was noted by parents in both science and mathematics.

Parents were asked what things about the Gifted and Talented Program they though were most beneficial for their children. Of the 13 parents who responded to this open-ended question, three broad areas of benefits could be discerned. Several responded that they felt the activities provided under the program were broadening. In the words of one parent:

> "It broadens her lifestyle because she may never get a chance to see or do these things again . . ."

A second category of benefit was the academic/intellectual. One parent said the program gave her son the "chance for doing challenging schoolwork as opposed to just regular classwork." Another said "It give my child the opportunity to develop and utilize all her abilities", and a third reported "My child has time to advance more instead of watching television programs." (translated from the Spanish). Another parent felt that the teacher had encouraged her child to excel, to strive for excellence.

The third area of benefit related directly to the special activities that were offered to the gifted and talented children in the program. Two parents felt that the dance training was particularly beneficial, one noted the writing class and a third commented favorably upon the acting class (the dramatization of poetry).

When asked of improvements they would suggest for the program, the following suggestions were made: there should be more parent/teacher meetings to generate mutual suggestions for for program activities and improve-

ments, the school should solicit greater parent cooperation; program activities should start on schedule in the first semester; that more arts instruction/activities be included in the Program, and that more "content" be included in the subject areas. One parent argued for more reading and math instruction, and another felt that the gifted and talented children should be homogeniously grouped. Finally, one parent suggest that children should receive public acknowledgment for their educational accomplishments.

In general, however, the parents had highly favorable attitudes towards the Program and felt it beneficial and enjoyable for their children. Twenty-three of the respondents (85%) wanted their children to continue to participate in the Program in the coming year, and only 1 parent did not (with two not responding and one indicating they were planning to move). This clearly represents a strong parent endorsement of the Program.

E. Student Questionnaire

Students in the program were administered a questionnaire which attempted to measure student affect toward school generally as well as attitudes toward specific program components. Most items allowed for 4 response alternatives ranging from "Very Much" or "All of the Time" to "Not at Attll" or "None of the Time". From an examination of the tabulated data, it seemed most appropriate to combine the first two response categories (e.g., "All of the Time" and Most of the Time") in reporting most of the results.

When students were asked to resond to the question "I like coming to school", the results were somewhat mixed with 78% of sixth graders responding "Very Much" or "Mostly" to 88% of fifth graders responding this way.

When students were asked how they were liked by the other students at school, the results were very mixed from grade to grade. 95% of the third grade students responded that they were liked by all or most of the other children while only 54% of fifth graders responded in this way. 46% of the fifth graders responded "Some of the Children".

In response to the question "I feel my teacher likes me", sixth grade students showed the largest positive responses with 85% responding "All or Most of the Time" and third, fourth and fifth graders giving these responses 60%, 54% and 62% of the time respectively. This large difference in response toward teacher attitude on the part of sixth graders might be due to a more nnmature perception or a difference in teacher-student interactions with these students who represent the graduating class.

When students were asked to respond to how they liked learning in two languages, the response was overwhelming positive with 88% of the students in grades three and four responding "very much" or "pretty much" to 96% of fifth graders giveing this response.

When students were asked how they liked being in a special program, the responses were overwhelmingly positive with third, fourth, and fifth and sixth graders responding 95%, 84%, 100% and 93% respectively to the categories "Very Much" and Pretty Much".

When students were asked if they though pupils in special programs should be together in special classes, the responses were very varied, follow- no specific pattern. Only 50% of third graders felt they should be to- gether all or most of the time, while 85%, 69% and 67% of fourty, fifth and sixth graders respectively thought this should be the case. Approx-

imately 19% of the sixth grade students responding thought that the children in special programs should never be segregated into special classes.

Most students enjoyed the extra work provided in the Gifted and Talented Program. When asked to respond to the question "I would like extra schoolwork" students in third, fourth, fifth, and sixth grades responded "More Often" 75%, 48% 27% and 54% respectively. When combined with the alternative "About like it is" the responses increased to 92%, 72%, 85% and 81% for these grades.

Although the majority of students enjoyed the special p oetry class for children in the Gifted and Talented Program, there was considerable variability of response from grade to grade. Third graders responded positively in 74% of the cases, fourth graders in 92% of the cases, fifth graders in 58% and sixth graders in 77% of the cases.

The special writing class was greeted enthusiastically by most students in the Program. When asked to respond to how they liked the class, 87% of third graders, 75% of fourth graders, 77% of fifth graders and 94% of sixth graders responded positively. As with the previous question, the overwhelming majority of these responses were in the "Very Much" category.

Students were equally positive to a question regarding the special dance class provided. Third, fourth, fifth and sixth graders responded positively in 92%, 84%, 92% and 84% of the cases respectively.

In an attempt to see what the effects of language dominance were on student perceptions of the different program components, students were asked to respond to the question "I speak Spanish better than English — Spanish and English equally well — English better than Spanish": with 19% of all students responding in the combined categories "English bettern than Spanish: and "Spanish and English equally well". Cross tabulations and correlations with the ten other questions in the questionnaire were done with no significant results. Language dominance did not appear to act as a factor in either positive or negative program perceptions.

IV. CONCLUSIONS AND RECOMMENDATIONS

The high calibre of the instructional program at C.S. 211, the base established in project years 1, 2 and 3 upon which continued development and improvement of the Program can be built, the positive response of parents and participating students the the Program, and the significant gains registered by the target children on standardized tests, lead the evaluators to strongly recommend that funding be continued for this Program.

The staff at C.S. 211 should be commended on maintaining the Gifted and Talented Program through this difficult school year which involved three changes of administration. Those directly involved in the program expressed positive attitudes toward the Program and felt it provided real benefits to the students being served.

Several recommendations are in order, however, so that those charged with administering this Program have available to them suggested alternatimes to existing practice so that wise decisions can be taken to enhance

the level of achievement within the Program.

Scope of Program

In line with a recommendation made last year, the scope of the Program has been narrowed with instructional objectives focused on language arts (English and Spanish) and the visual and performing arts. This more pointed focus should be maintained with a more fully developed program dealing with career awareness one notable exception.

Administration and Coordination

The Project Coordinator, in addition to working closely with the school principal, should be responsible for meeting, on a regular basis, with classroom teachers (including those without a high concentration of targeted students) to inform them of project activities and to seek their advice and assistance in project implementation.

Testing Program

As noted above, there has been some improvement in the Program's testing program, but room remains for further improvements. It is recommended that the Project Coordinator be made responsible for the Program's testing program and to see that it is coordinated with the newly revised school-wide testing program. Consultant services should be provided in order to a) design an appropriate testing program which will enable program staff to monitor individual student progress and whic will yield data needed to conduct program evaluation, and b) present a work-shop to program staff on the purposes and utility of the testing program.

Resource Teachers

There is always a strong temptation to use resource teachers (bilingual resource specialists) to meet an emergency. In true emergencies, this is legitimate. But as a general rule, resource teachers should be shielded against being pulled away from project activities to perform other functions within the school. This problem was virually eliminated in the second semester and continued vigilance against further violations should be maintained.

Staff Development

The agreement with Fordham University to provide appropriate graduate level training to the teachers at C.S. 211 has worked well and has benefited both staff and students. Paraprofessionals, however, have been somewhat neglected. It is recommended that paraprofessionals assigned to the project be encouraged to take courses related to their work in the Gifted and Talented Program and that the program Project Coordinator be responsible for in-service orientation for these paras.

Arts Program

The dance, drama, and creative writing activities have proved very successful for the three years of the Program. It has been particularly well received by students.

It is strongly recommended that these activities be continued and that a consultant in photography be added (the photographic materials purchased in the first year of the project have yet to be utilized). In addition, students in the program should be taken on trips to view these various arts in practice and/or exhibition. Parents of target students should be encouraged to participate in such outings.

Individualized Academic Enrichment

Many of the target children have received special attention from their classroom teachers and/or the bilingual resource teachers. However, the "routinization" of these individualized programs has not been instituted.

It is recommended that the bilingual resource specialist meet on a regular basis with classroom teachers and than an individualized program be devised (and put on file) for each target youngster. The bilingual resource teacher will then be better able to identify the particular didactic materials and self-study materials each child needs (and which the regular classroom teacher does not have the time to locate.)

Special Activities

There were a significant number of special activities made available to the target children this year which were in addition to consultant services. Such activities as "Operation Explore", the Bronx Zoo program, the Natural History Museum workshop, etc., described above, were very enriching and rewarding experiences.

It is recommended that the Project Coordinator continue to facilitate contacts and assist with arrangements with outside agencies and alert teachers to the potential range of activities and services they can call upon within the Borough of the Bronx and the City of New York.

Parent Involvement

Parents have had very positive views of the school and of the Gifted and Talented Program and many have attended parent workshops and the parent ESL classes.

It is recommended that parent workshops be continued with emphasis on what parents can do to encourage and further develop their children's gifts and talents. Alternative times for meetings should be arranged (two sessions of the same workshop agenda) in order to accommodate working parents.

It is recommended that the parent ESL classes be continued and that native English speaking parents be encouraged to participate in these classes and serve as individual tutors to non-English speaking parents. If there is sufficient interest, an attempt should be made to offer Spanish as a Second Language to English speaking parents, to further the spirit of C.S. 211, the District's Bilingual school.

The adult language classes should be continued both for their intrinsic value to participants, as well as for the good will it generates in school-community relations.

DISTRICT 12 BILINGUAL SCHOOL

COMMUNITY SCHOOL 211
560 East 179 Street
Bronx, New York 10457

TITLE VII - PEER NOMINATION FORM

NAME/NOMBRE_____ DATE/FECHA_____

1. Who would make the best class president?
   ¿Quién haría el mejor presidente para la clase?

   _____

2. Who will get the highest reading score?
   ¿Quién sacará la nota más alta en lectura?

   _____

3. Who would you choose to help you with your science project?
   ¿A quién tu escojerías para que te ayude con tu projecto de ciencia?

   _____

4. Who is the best actor or actress in your class?
   ¿Quién es el mejor actor o la mejor actriz en tu clase?

   _____

5. Who is the best dancer in your class?
   ¿Quién es el bailarín a bailarina en tu clase?

   _____

6. Who is the best artist in your class?
   ¿Quién es el o la mejor artista en tu clase?

   _____

7. If you were in trouble at school, who would you ask to go with you to the principal's office to explain the situation?
   ¿Si tuvieses problemas en la escuela a quién tú pedirías que te acompañara a la oficina de la principal para defenderte?

   _____

OBSERVATION SCHEDULE

Place _____ Time _____ Date _____

I. Physical setting:
regular classroom ____ Area within larger space ____
special room (specify) _____
Informal encounter setting ____
comments: _____
_____

II. Background Environment:
directed sound ____ temperature ____
diffuse noise ____ lighting _____
other conditions: _____

III. Student grouping:
Whole class (#) _____ individual ____
sub-group (#) _____

IV. Degree of Formality:
Arrangement of lesson area _____
Degree of teacher direction/control _____
_____

V. Instructional Personnel:
teacher ____ paraprofessional ____ Bilingual Asst.____
cluster ____ administrator ____ consultant ____

VI. Interaction:
A. Verbal
____ teacher dominated
____ teacher-student interactive (teacher initiating)
____ teacher-student interactive (teacher & student initiate)
____ teacher-whole group recitation
____ teacher-student-student (discussion)
B. Non-verbal
Describe activity (individual/group; substance of activity):
_____
_____

VII. Lesson
A. Content/subject: _____
B. Materials:
book(s) (specify) _____
_____
other printed materials _____
_____
audio/visuals _____
_____
realia _____
other _____
_____

VIII. Language

A. Predetermined language of instruction for lesson _____

1. actual language of teacher_____

2. actual language of students _____

B. Language consistency (approx. proportion of lesson time when "other" language is spoken, i.e., other than language predetermined for use in lesson):

1. teacher consistency (as % of "talk") _____

2. student consistency (as % of "talk") _____

C. Language facility (fluency, correctness)(If more than one language is used during the observation, provide a separate assessment for each):

1. Teacher/instructor facility: language 1 (specify)_____

_____

language 2 (specify) _____

_____

2. Student facility: language 1 (specify)_____

_____

language 2 (specify) _____

_____

IX. Aspects of the lesson specifically related to the Gifted & Talented Program:

A. Evidence of "special" attention, activities, assistance, preference, etc., given to the G & T children vs. rest of group:

_____

_____

B. Perceived level of performance/behavior of G & T children:

_____

_____

X. Anecdotal Comments:

THE DISTRICT 12 BILINGUAL SCHOOL
COMMUNITY SCHOOL 211

iguel A. Silen
cting Principal

Edmundo Guevara
Administrative Assistant

PROGRAM FOR THE GIFTED AND TALENTED
STUDENT QUESTIONNAIRE

irections: There are several questions below which ask how you feel bout school. Answer the questions the best way you can. Each uestion has four possible answers. Pick the one that is closest to ow you feel. Make a circle around -hat answer.

. I like coming to school
a) very much b) mostly c) not too much d) not at all

. In school I am liked by
a) all of the children b) most of the children
c) some of the children d) none of the children

. I feel my teachers like me
a) all of the time b) most of the time
c) some of the time d) none of the time

. At school I like learning in two languages
a) very much b) pretty much c) not too much d) not at all

. I like being in a special program
a) very much b) pretty much c) not too much d) not at all

. Do you think that the children in your special program should all be together in a special class
a) all of the time b) most of the time c) some of the time
d) none of the time

. I would like extra school work
a) more often b) about like it is c) less often d) never

. I like the special poetry class
a) very much b) pretty much c) not so much d) not at all

. I like the special writing class
a) very much b) pretty much c) not so much d) not at all

. I like the special dance class
a) very much b) pretty much c) not so much d) not at all

. I speak (circle just one):
a) Spanish better than English b) English better than Spanish
c) Spanish and English equally well

. What grade are you in? _____grade.

THE DISTRICT 12 BILINGUAL SCHOOL
COMMUNITY SCHOOL 211

stimados Padres:

l proposito de este cuestionario es para obtener información que ayudara mejorar el "Programa de Niños Superdotados y Talentosos" de C.S. 211. omo padre de un estudiante que participa en el Programa, le pedimos su ooperación en llenarlo.

.e agradecemos su ayuda.

Sinceramente,
Stephan Brumberg & Victor Toledo
Consultores

* *

NOMBRE _____(opcional)

1. Qué grado cursa su hijo/hija a C.S. 211? ___ grado
2. Cuantos años ha asistido su hijo/hija a C.S. 211? ___ años
3. Cuantos años ha vivido usted en Estados Unidos? ___ años
   (Si usted es nacido en Estados Unidos, marque con una X)
4. Por cuanto tiempo desearía usted que su hijo/hija fuese educado en ambas lenguas Española e Inglesa? (Si su respuesta es "durante su estancia en la escuela" ponga una X ___ años
5. Qué usted piensa que son los beneficios de la educación bilingue?
   _____
   _____
   _____
6. Cuando usted habla con su hijo/hija en su casa usa usted:
   Mas Español que Inglés ___
   Solamente Español ___
   Mas Inglés que Español ___
   Solamente Inglés ___
7. El maestro de su hijo/hija al comunicarse con usted lo hace en la lengua que usted prefiere? ___ si ___no
8. Ha observado usted la enseñanza en el aula de su hijo/hija este año? ___ si ___no
9. En C.S. 211, cuanto ha mejorado este año la destreza de su hijo/hija en las siguentes areas?

	Muy poco	Algo	Bastante
Hablando Espanol	___	___	___
Hablando Ingles	___	___	___
Leyendo Espanol	___	___	___
Leyendo Ingles	___	___	___
Destrezas en Matematica	___	___	___
Destrezas en Ciencias	___	___	___

10. Ha asistido usted a / talleres de padres este año? ___si___no
    Si ha asistido, diga cuantas veces. _____
11. Qué taller le gustó más? _____
12. Tiene usted algunas sugerencias que hacer para mejorar los talleres de padres? _____
    _____
13. Ha participado usted en alguna actividad de la escuela este año? __si__no
    Si ha participado, diga cuales fueron estas actividades? _____
    _____
14. Qué cosas usted piensa son mas beneficiosas para su hijo/hija en el Programa de Niños Superdotados y Talentosos"? _____
    _____
    _____
15. Ha asistido a los siguientes actos?
    Recital de Poesia ___si ___no Ballet Hispanico ___si ___no
16. Si hay algunas cosas que usted quisiera sugerir para mejorar el "Programa de Niños Superdotados y Talentosos" en C.S. 211, le rogamos escriba su recomendación a continuación: _____
    _____
    _____
17. Quiere usted que su hijo/hija participe en el "Programa de Niños Superdotados y Talentosos" en C.S. 211 el proximo curso escolar? __si __no

GRACIAS

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THE DISTRICT 12 BILINGUAL SCHOOL
COMMUNITY SCHOOL 211

Dear Parents:

The purpose of this questionnaire is to gain information which will help improve the "Gifted and Talented Program" at C.S. 211. As a parent of a participating student, we ask your cooperation in filling it out.

Thank you for your assistance.

Sincerely yours,
Stephan Brumberg & Victor Toledo
Consultants

* *

NAME _____ (optional)

1. In what grade is your child? ___ grade
2. How many years has your child attended C.S. 211? ___ years
3. How many years have you lived in the U.S. Mainland? ___ years
4. How long would you like your child to be educated in both Spanish and English? ___ years
5. What do you think are the benefits of bilingual education?

_____
_____
_____

6. When you speak with your child at home, you speak

more Spanish than English	___
Only Spanish	___
More English than Spanish	___
Only English	___

7. Does your child's teacher communicate with you in the language that you prefer? ___yes ___no
8. Have you observed the teaching in your child's classroom this year? ___yes ___no
9. This year, how much has C.S. 211 improved your child's skills in the following areas?

	Very Little	A Good Deal	A Great Deal
Spoken Spanish	___	___	___
Spoken English	___	___	___
Reading in Spanish	___	___	___
Reading in English	___	___	___
Math Skills	___	___	___
Science Skills	___	___	___

10. Did you attend any parent workshops this year? ___yes ___no
    If you have attended workshops, how many? _____
11. Which workshop did you enjoy most? _____
12. What suggestions, if any, do you have for improving the parent workshop? _____
    _____
13. Have you participated in any school activities this year? ___yes ___n
    If yes, which activities? _____ _____
    _____
14. What things about the "Gifted and Talented" program do you think are most beneficial for your child? _____
    _____
    _____
15. Did you attend either of the following performances?
    Poetry Reading ___yes ___no Ballet Hispanico ___yes ___no
16. Please write your suggestions to improve the Gifted and Talented Program at C.S. 211: _____
    _____
    _____
17. Would you like your child to participate in the Gifted and Talented Program next school year? ___yes ___

THANK YOU.

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